Research on the Path of Integrating Chinese Culture into Offline Chinese International Education Teaching

Haolin Kong *

Department of Chinese, Heilongjiang International University, Harbin, Heilongjiang, China

* Corresponding Author Email: 2030271@hiu.net.cn

Abstract. At present, learning Chinese has become a global craze, so the demand for teachers of Chinese international education is gradually increasing in China, and more and more excellent people become teachers of Chinese international education. However, the current situation is that most teachers only adopt traditional teaching methods according to the content of the teaching materials and ignoring the principle of combining theory with practice in teaching leads to a lack of interest and practical application in teaching. Therefore, as a teacher of Chinese international language education, it has become a very important issue in the teaching process to spread excellent Chinese cultural knowledge with efficient and interesting teaching methods while teaching. Through three parts, this paper discusses how to use cultural content to better use teaching methods in the offline teaching of Chinese as a foreign language, so as to promote the further development of teaching Chinese as a foreign language and expand the influence of Chinese in the world.

Keywords: Culture; Chinese international education; Teaching methods.

1. Introduction

With the increase of China's international influence, the phenomenon of "Chinese fever" continues to rise and the interest of overseas Chinese and international people in learning Chinese continues to rise. In fact, their interest in Chinese actually comes from their love for China and the excellent culture of China. Therefore, introducing cultural knowledge into classrooms has become an indispensable part. A teacher not only needs to have good professional knowledge, but also needs to apply the knowledge to the practice of teaching Chinese as a foreign language. As the global COVID-19 situation improves, the number of international students in China is on the rise, which will change the online teaching model that has lasted for three years. The international education of Chinese is facing a huge change. Due to the limitations of online teaching, international students have a poor experience in online teaching, so teachers should use offline teaching to promote the further development of international Chinese education. This paper explores how to use cultural content to better use teaching methods in offline teaching of Chinese international education, so as to promote the further development of teaching Chinese as a foreign language and expand the influence of Chinese in the world.

2. Traditional Culture and Chinese International Education

2.1. Chinese Traditional Festivals

Chinese traditional festivals are an important embodiment of the excellent culture of the Chinese nation. China's five thousand years of development have formed today's unique Chinese traditional festivals, which are the result of the long-term accumulation of a nation and the crystallization of Chinese culture. In these festivals, they not only clearly record the rich social life content of the Chinese people, but also contain a broad and profound cultural connotation.

Due to the epidemic that has lasted for three years, many students have no way to continue their studies in China, and the teaching of traditional festivals has been greatly affected. There are many contents in the teaching process of traditional festivals that actually need students to experience and participate in. Only in this way can they truly understand Chinese culture. However, due to the limitations of online teaching, many teaching activities cannot be carried out. Students' interest in

traditional festivals is likely to decrease [1]. After the investigation and study, before some overseas students came to China, they have a very one-sided understanding of Chinese culture, especially the relevant knowledge of Chinese traditional festivals. Their knowledge of the festival remains only in the most basic form of activity. However, the deep connotation of the festival is not understood. It will make it difficult for them to truly integrate into China and cause a bad experience of studying abroad. Therefore, in the teaching process, teachers should increase the historical origin, folk activities, traditional food customs, cultural influence and other aspects of the deep cultural connotation related to festivals. This will enable international students to truly understand the meaning of traditional Chinese festivals and then have a further understanding of China. It can also better adapt to the Chinese cultural environment. In addition, they have a better understanding of some iconic festivals, such as the Spring Festival--the most important traditional festival in China, the Dragon Boat Festival, the Mid-autumn Festival and so on. Teachers can expand the explanation of these festivals in the course of class. For example, in the process of explaining the Spring Festival, teachers can insert the knowledge of cutting window flowers, pasting couplets, going to temple fairs, and leading the students to participate in the activities. Mr. Tao Xingzhi once said: "Life is education". Education is contained in life, and education must be combined with life to play a role, which is the greatest significance of education.

Culture is the content in the field of ideology. Teachers should also lead students to participate in activities while introducing traditional festivals, so that students can form a unique cognitive experience of traditional Chinese festivals in the process of understanding traditional Chinese culture inside, which is the most important content of teaching Chinese as a foreign language [2].

2.2. Chinese Tea Culture

Tea culture originated in China in ancient times and has more than 4,700 years of history. Chinese tea culture is an important part of China's outstanding traditional culture.

Tea culture is specifically embodied in three levels: material culture, spiritual culture and institutional culture. The material carriers of tea culture are tea sets, tea making and tea art and so on; the spirit of tea ceremony, such as peace, thrift, the pursuit of life value and the pursuit of harmony with nature; at the institutional level, such as tea etiquette, which can be reflected in the etiquette of tea service and the attention of tea drinking [3]. Tea culture contains a wide range of contents. It takes material culture as the carrier, and then reflects the content of spiritual culture and system level. It is the product of the mutual integration of material culture and other civilizations, and the crystallization of the wisdom of the Chinese people. In the teaching of Chinese international education, the three aspects of tea culture can be used to select appropriate contents to be added to the teaching according to the classroom requirements.

Chinese tea culture has become a popular drink in the world and is loved by people all over the world. Therefore, introducing knowledge related to tea culture in teaching can improve students' interest in learning, so as to better let students absorb knowledge and learn in interest [4]. Integrating the knowledge of tea culture into the teaching of Chinese international education can improve students' learning ability in all aspects. In the process of language teaching, the content of tea culture can be assisted by the origin, evolution process and function of tea, so as to improve students' language learning levels. Introducing the knowledge of tea culture into the teaching of Chinese as a foreign language can improve students' learning ability in all aspects. In the process of language teaching, the content of tea culture can be assisted in teaching through the origin, evolution process and function of tea, so as to improve students' language learning level.

3. Popular Culture and Chinese International Education

Society is progressing and the times are developing all the time. It is far from enough to introduce traditional Chinese cultural knowledge into the teaching of Chinese as a foreign language. With the development of science and technology, short video software, various forms of programs and other

content has attracted people's attention. More and more people are receiving these new things. It has been proved that all countries and regions are different degrees to express love for popular culture, so the selection of appropriate popular culture for teaching is necessary [5]. Popular culture takes network media as the carrier, takes entertainment as the main purpose, and spreads through the form of a network, which is extremely inclusive to various cultures. In the era of popular culture, there is no fixed evaluation standard for a thing, and everyone has the right to express his own views and opinions. Therefore, in the era of popular culture, the content of teaching Chinese as a foreign language should keep pace with the times. However, it should also be noted that popular culture is cyclical. Unlike traditional culture, which has evolved from ancient times to today, popular culture is a culture that spreads rapidly among people of different strata in a certain region at a certain pace. Teachers should have a deep understanding of the social hot spots and integrate the current popular and high-quality content into the teaching to stimulate students 'interest in learning.

Internet buzzwords are a notable way of popular culture. With the continuous development of the Internet, the Internet for overseas students to China is also a platform for them to acquire knowledge. In order to enable students to better integrate into China, teachers should keep pace with the times and select appropriate Internet popular words to introduce them into teaching. When using network buzzwords as teaching content, teachers should pay attention to students at different levels and select content suitable for students' levels, such as "Wonke", "Sa" and other easy-to-understand and clear words that can be properly introduced into the teaching, while for some difficult and writing difficulties and not commonly used buzzwords should be avoided. Moreover, some words with low interest and affect learners' learning interest should not be included in the teaching classroom of Chinese as a foreign language. Teachers should have a sense of discrimination and screen out the content suitable for teaching [6].

4. Teaching Principles and Teaching Methods of Integrating Cultural Knowledge into Chinese International Education as a Foreign Language

4.1. Teaching Principles

4.1.1 Principle of interest

The principle of interest refers to the teaching method in which teachers enhance students' interest in learning through a full passion for teaching, flexible teaching skills and an in-depth understanding of students' interests. Teachers are the leader of the classroom, and teachers' class mood has a direct impact on students' passion for class. As a Chinese foreign language teacher, it is very necessary to learn to adjust their teaching mood. In addition, in the classroom, teachers should be student-centered, understand the cultural content that students are interested in, appropriately introduce teaching links to maintain communication and interaction with students, and let students participate in the learning process by asking questions, which is helpful to stimulate students' interest and creativity [7].

4.1.2 Principle of pertinence

Since students have different purposes for learning Chinese, teachers should set different teaching contents according to the different needs of students in the teaching design, so as to make the teaching more targeted. For students who want to pass the HSK test or are interested in Chinese culture, teachers should focus on cultivating students' cultural literacy, ability to write Chinese characters and oral expression. Teachers should timely record the bias problems arising in the learning process and give targeted guidance to students according to the reasons for the bias. For cultural teaching, teachers should select appropriate cultural elements according to the classroom content to introduce the classroom teaching link and teach the most important cultural knowledge to students.

4.1.3 Principle of keeping pace with the times

Teachers of speaking Chinese as a foreign language should have the consciousness of development and change. In the process of cultural teaching, they should keep up with the development of the

times, and introduce the cultural knowledge related to the current society to students, so that the knowledge learned by students can match the current development direction of China. At the same time, they should have the awareness of discrimination. With the rapid development of Chinese society, a variety of cultural concepts have appeared. As a teacher of Chinese as a foreign language, they should learn to identify the best parts of current popular culture and introduce them into the classroom, so that the knowledge of students learn during class will be of significance to the times [8].

4.2. Teaching Methods

4.2.1 Situational teaching method

The situational teaching method is that teachers set scenes related to teaching content according to teaching objectives, and enhance students' learning enthusiasm in the learning process through video playback or real experience, so that students can understand and use the language in a natural state. When creating the scene, teachers should choose a way that is easy for students to understand and give full play to students' initiative, so as to give full play to their teaching advantages. At the same time, teachers should start from actual life and choose a context close to daily life, so that students can truly feel the communicative function of language in class and solve the problems encountered in daily life. For example, when talking about the word "kite", teachers can play the video of kite making, lead the students to experience the kite-making process together, and deepen the students' understanding of Chinese culture. According to the different learning levels of the students, teachers can also add the introduction of the China Weifang Kite Festival. In addition, teachers can also use the discourse situation as the introduction of the course. Through the introduction of the situation, students can understand the content of the course more intuitively, and also improve students' learning enthusiasm [9].

4.2.2 Contrast teaching method

In the process of language acquisition, it is difficult for Chinese teachers to achieve good teaching results if they only teach students Chinese culture in the form of indoctrination. Only by grasping students' psychology of "seeking common ground" and "seeking differences" can students better accept Chinese culture. There are different teaching methods according to the different countries of the students. If the students come from the traditional eastern countries of Japan or Korea, in fact, there will be many similarities at the cultural level. Through the introduction of the similarities, it will help students to strengthen their sense of identity in Chinese culture and help students better adapt to the Chinese lifestyle. On the contrary, if the cultural knowledge of the learners' country is taken as the starting point and the differences between cultures are understood by telling stories, it will be more attractive to students [10].

4.2.3 Activity teaching method

Only by participating in activities and letting students directly practice the language in a real social language environment can they cultivate real language communication ability, which is also the best method of cultural teaching. Teachers should make full use of the environment of the Chinese language and culture, and organize various forms of language practice activities, so that students can improve their thinking ability, language communication ability and cultural perception while participating in the activities. Teachers can flexibly choose teaching places according to the course arrangement. When the weather is sunny, they can lead students to visit and study famous tourist attractions, then students can feel Chinese history and culture [11]. Teachers can also lead students to understand the current popular payment methods in China through shopping, eating and other ways, students can actively learn in real situations and make full use of language knowledge.

5. The Significance of Introducing Chinese Traditional Culture and Popular Culture into Chinese as a Foreign Language Classroom

The introduction of traditional Chinese culture and popular culture to speak Chinese as a foreign language, on the one hand, promotes the spread of Chinese culture, enables Chinese people and students who love China to better understand the Chinese environment and reduces the anxiety about foreign students; on the other hand, it promotes the communication between different cultures, enhances the interest of students and promotes the further development of international Chinese language education. Cultural teaching in foreign language Chinese teaching is conducive to the organic unity of language and culture, and finally realizes the dual education mode of language education and cultural education, so that international students can master Chinese knowledge and have a profound and comprehensive understanding of Chinese culture.

6. Conclusion

Through the above content, it can be found that introducing Chinese traditional culture and popular culture into teaching Chinese as a foreign language is very beneficial for students to better understand what they have learned. However, teachers should also pay attention that although culture has unique innovation and attraction, it can't replace the teaching content of the main body but can only be an auxiliary teaching tool. In the teaching process, it should take teaching materials as the basic teaching content. At the same time, because culture involves a wide range of fields, it also requires teachers of Chinese as a foreign language to have a higher cultural deposit, and also puts forward higher requirements for all aspects of literacy of teachers of Chinese as a foreign language.

References

[1] Mr.Li Ka-hee. Thoughts on Chinese Traditional Festival Culture Teaching in the Online Teaching of Chinese as a Foreign Language. Chinese Character Culture, 2022. (12), 65-67.

[2] Zhou Hui. Analysis of the cognition and experience of Chinese traditional festival culture. Comparative Research on Cultural Innovation, 2022. (13), 170-173.

[3] Gulinur Nbi Jiang. The Chinese traditional culture teaching in the Chinese language teaching —— Take the traditional tea culture as an example. Fujian Tea, 2022. (08), 102-104.

[4] Pan Si Yuan, Nie Qu, Tai Hai Chuan, Song Xue Lan, Tong Yu Fan, Zhang Long Jian Feng... & Liang Chun.Tea and tea drinking: China's outstanding contributions to the mankind. Chinese Medicine, 2022. (1).

[5] Yuan Xiao.The Application of Popular Culture in Teaching Chinese as a Foreign Language. Chinese Character Culture, 2021. (22), 82-83.

[6] Zhu Weichao & Li Zhiping. On the Selection Principles of Network buzzwords in Teaching Chinese as a Foreign Language. Chinese Character Culture, 2022.(21), 137-141.

[7] Cheng Jie. The Strategy of classroom questioning in Teaching Chinese as a Foreign Language. Literature Education (bottom), 2021.(11), 78-79.

[8] Luo Duoduo.Teaching Chinese as a Second Language and Chinese Culture. Advances in Vocational and Technical Education, 2021. (4).

[9] Ren Jiawei. Applied research of situational teaching method in online Chinese vocabulary teaching for Overseas Chinese children (Master's dissertation, Xi'an University of Architecture and Technology), 2022. https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFDTEMP&filename=1022815283.nh

[10] He Lijun & Liu Zhenping. The content and method of telling Chinese stories well in Chinese language international education. Journal of Luohe Vocational and Technical College, 2021. (03), 92-94.

[11] Huang Yu. Application of Cultural experiential teaching in Teaching Chinese as a foreign Language. Literature Education (Upper), 2021, (10), 162-163.